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ABSTRACT

This module contains an instructor's guide and student activity packet that are intended to accompany a slide/tape presentation on human relations in business. The module was developed for use in postsecondary office occupations classes in Texas. The instructor's guide includes general instructions for use in individual or group settings, the narrative for the slide/tape presentation, and specific instructions on how to use the materials. The specific instructions section contains performance objectives, suggestions for class discussion, special notes to the instructor, optional student activities, solutions for the activities completed by the students, and suggestions for evaluation of the work produced. The student activity packet consists of a section on information the student must know in order to complete the activities, the performance objectives to be attained, necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based. Learning activities in the package include role playing, evaluating case studies, and using checklists. Some of the topics covered in the package are communication, self-image, workplace ethics, cooperation, personal appearance, and social skills. (KC)

OFFICE OCCUPATIONS

ED226163

HUMAN RELATIONS IN BUSINESS

Prepared by Diane E. Johnson

AUDIOVISUAL PACKAGE

INSTRUCTOR'S GUIDE
STUDENT ACTIVITY PACKET

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HUMAN RELATIONS IN BUSINESS

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INTRODUCTION

This module, made up of a slide/tape presentation and accompanying printed materials, was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state of Texas, this and several other modules were developed to provide instructional materials in competency areas that require formal classroom training. Selected postsecondary office occupations instructors assisted in the development, field review, and evaluation of the final product. To further insure the usability of these products, they were evaluated by members of a business advisory committee and tested by postsecondary office occupations students.

All of the materials in these modules have been developed with student needs and interests in mind and are designed with the flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. The overall reading level of the printed material in this particular package is 12.43, as calculated according to the FOG Index. In general, the reading level score is consistent with that which can be expected of postsecondary students. The added audio and visual stimuli help insure understanding by those students whose reading levels do not meet these expectations.

Included in each slide/tape package are a set of full-color slides, a script, a cassette tape, an instructor's guide, and a student activity packet. Each instructor's guide includes general instructions for use by an individual or in a group setting, the narrative for the slide/tape presentation, and specific instructions on how to use the materials in a particular package. The specific instructions section contains the performance objectives, suggestions for class discussion, special notes to the instructor, optional student activities, solutions for the activities completed by the students, and suggestions for evaluation of the work produced.

The student activity packet consists of a section on information the student must know in order to complete the activities, the performance objectives to be attained, any necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based.

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INSTRUCTOR'S GUIDE

HUMAN RELATIONS IN BUSINESS

INSTRUCTOR'S GUIDE

GENERAL INSTRUCTIONS

Equipment Needed

Before using this presentation, make sure that arrangements have been made to have the following equipment available: a slide projector, a projection screen, and a cassette recorder/player.

Make sure that all equipment is working properly.

Preparations Before Class

1. Preview the slide/tape presentation and determine how it will be used in your class.
2. Plan short but relevant introductions to tell students what to look for in the slide/tape presentation.
3. Allow enough time to show the presentation in its entirety.
4. If you use handouts, be sure they are distributed after the presentation.

Procedures for Group Setting

1. Choose a point in the lesson where the slide/tape presentation will have the greatest impact.
2. After showing the slide/tape presentation, ask students to give highlights in their own words.
3. If necessary, show the presentation or parts of it again to emphasize points important to successful completion of the activities.
4. If necessary, make arrangements for students to use the slide/tape presentation on an individual basis.

Procedures for Individual Setting

1. Make sure space and equipment are available.
2. Check equipment to make sure it is working properly.
3. Demonstrate the procedures for using the equipment.

4. Have students view the slide/tape presentation as many times as necessary to understand the information given.

Instructions for Using Slides and Cassette Tapes

1. Pick up each slide by its frame so that you do not touch the film.
2. Arrange the slides in the slide tray in sequential order with the slide number in the upper right corner facing you.
3. Insert the cassette tape in the recorder/player.
4. Rewind the cassette tape to be sure it will start at the beginning.
5. Turn on the slide projector. The first slide should be projected on the screen.
6. Start the cassette player.
7. Depress the advance button at the sound of the "beep" if you are using the audible advance.

(NOTE: Review the above procedures with those students who will be using the package individually.)

Student Checksheets

Student Checksheets provide a convenient means for the student to take notes while viewing the slide/tape presentation. The points identified on the student checksheets are those the student will have to be familiar with in order to complete the activities provided.

Resource Sheets

Resource sheets contain information essential to the activities and serve as reinforcement for the competency requirements covered by the slide/tape presentation. Students should use the resource sheets as instructed in each student activity packet.

Activity Sheets

Activity sheets are working papers for students. Students are instructed to use them when completing certain activities.

HUMAN RELATIONS IN BUSINESS

INSTRUCTOR'S GUIDE

SPECIFIC INSTRUCTIONS

Introduction

Human Relations in Business is an audiovisual aid developed to help students obtain and/or refine basic skills in getting along with others while on the job.

This slide/tape presentation consists of 80 full-color slides, a cassette tape, an instructor's guide, a script, and a student activity packet that could be used as primary or supplementary instructional tools in a wide variety of courses. Any of these printed materials, which are not copyrighted, can and should be reproduced in order to provide an adequate supply of materials for completing the activities; there are no separately printed student materials.

Performance Objectives

If a student satisfactorily completes this instructional package, the following competencies can be expected:

1. The student will be able to describe, orally and in writing, the twelve major contributors to good human relations.
2. The student will be able to describe solutions to common human relations problems.
3. The student will be able to analyze and suggest suitable solutions to complex human relations situations.

Special Notes to the Instructor

This instructional audiovisual package may be used in its entirety in a group setting or as a component of an individualized instruction curriculum. The instructor who desires to adapt this particular package to the specific needs of the program may find the following suggestions helpful:

1. The activities in the packet, as well as the tasks within each activity, may be completed in any order assigned by the instructor or desired by the student.
2. The tasks in Activity 1 are general in nature and could be used in any course. The three situations described in Activity 2 are specific to office occupations. The instructor who wishes to adapt these three situations to different settings should refer to the section entitled Optional Student Activities.
3. If any of the provided activities cannot be used in your setting

or if students require additional activities to achieve the performance objectives, refer to the section entitled Optional Student Activities. Neither resource sheets nor activity sheets are provided for these activities.

Time and Facilities

Approximately one 45- or 50-minute class period should be set aside for introduction and presentation of the slide/tape, which can be shown in any room that can be darkened or that has individual carrels equipped with slide carousels and cassette tape players. In addition, students should be able to complete the two activities in approximately two to three hours.

Suggestions for Discussion (for use in a group setting)

1. Before this slide/tape is presented, discuss with the students the performance objectives that must be met. Also discuss how human relations enter into and affect all aspects of their lives.

2. Before the slide/tape is presented, the instructor should invite a personnel director (or someone with similar duties) to speak to the class about the importance of human relations in the speaker's employing firm. Ask the speaker to cite figures reflecting the number of employees whose jobs have been terminated because of human relations problems and to describe some of the problems that prompted the terminations.

3. After the presentation of the slide/tape, but before assigning the provided activities, the instructor should gather several case histories or descriptions of situations involving human relations. These should be presented by the instructor and solutions discussed by students in small groups.

Optional Student Activities

Two activities, one of which involves the analysis of three situations, are provided in the Student Activity Packet. These activities are designed to reinforce the information presented on the slide/tape presentation and to give students an opportunity to further develop their human relations skills.

The following suggestions for additional activities may be used with students who need further skill refinement in these competencies or in courses where the provided activities are inappropriate.

1. If this presentation is used in a group setting, have each student prepare a description of a human relations problem that has occurred at home, at school, or on the job. Caution the students to change or delete the names of individuals involved in the situation. After all of the situations have been written, the instructor should choose one or more to be presented to the class. Individual students or small groups could then prepare, in writing,

solutions to the problems presented.

2. If this presentation is used in an individualized setting, have students describe and then suggest a solution to one or more human relations problems they have personally observed or encountered.

3. Ask members of your advisory committee to allow individual class members to observe their employees at work. Have the students prepare reports detailing how one or more of the employees observed did or did not abide by the ten principles of human relations.

4. Have one or more students role play situations in which the ten principles of human relations are ignored. At the conclusion of each role playing situation, have the other students identify the principles ignored. Then have the same group--or a different group--role play the same situation as it would occur if the participants wanted to promote good human relations.

5. Give each student a list of the ten principles of human relations. For one day (or any other time frame) have the students record the number of times they either used or ignored each principle.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's successful completion of this packet. This checklist is not intended as a method of grading but merely as a means of determining whether or not the student has mastered the competencies presented in this package.

1. Activity 1
   a. The student responded to each of the five questions. _____
   b. The student's responses were prepared neatly and accurately. _____
   c. Question 1
      (1) At least the following human relations abilities were listed:
         (a) self-image _____
         (b) communication _____
      (2) The student justified each ability listed. _____
      (3) The response was detailed, logical, and realistic. _____
      (4) The response reflected willingness to promote good human relations. _____
   d. Question 2
      (1) At least the following human relations abilities were listed:
         (a) communication _____
         (b) behave honestly and ethically _____

(c) be loyal _____

(d) be conscientious _____

(2) The student justified each ability listed. _____

(3) The response was detailed, logical, and realistic. _____

(4) The response detailed how to maintain good human relations with a supervisor while avoiding involvement in a dishonest act. _____

f. Question 4

(1) At least the following human relations abilities were listed:

(a) communication _____

(b) behave honestly and ethically _____

(c) be loyal _____

(2) The student justified each ability listed. _____

(3) The response was detailed, logical, and realistic. _____

(4) The response indicated how to maintain good human relations with a co-worker while remaining loyal to an employer. _____

g. Question 5

(1) At least the following human relations abilities were listed:

(a) maintain a positive attitude _____

(b) be flexible _____

(c) respect individuality _____

(d) cooperate with others _____

(2) The student justified each ability listed. _____

(3) The response was detailed, logical, and realistic. _____

(4) The response reflected willingness to accept differing work habits and enthusiasm for learning from a co-worker. _____

2. Activity 2

a. The student reacted to each of the three situations. _____

b. The student's reactions were prepared neatly and accurately. _____

c. Situation A

(1) The student stated that at least the following human relations abilities had been ignored:

(a) self-image _____

(b) communication _____

(c) maintain a positive attitude _____

(d) be conscientious _____

(2) The student stated that at least the following human relations abilities would have to be employed by the concerned co-worker:

(a) communication _____

(b) maintain a positive attitude _____

(c) respect individuality _____

(d) cooperate with others _____

(3) The student's response reflected an understanding of the situation as it was described. _____

(4) The student's response was stated clearly and concisely. _____

(5) The student's response indicated willingness to help the employee in danger of being terminated. _____

(6) The suggested solution was logical and realistic. _____

(7) The student's response reflected an understanding of how to promote good human relations. _____

d. Situation B

(1) The student stated that at least the following human relations abilities had been ignored:

(a) self-image _____

(b) communication _____

(c) demonstrate initiative _____

(d) be conscientious _____

(e) be flexible _____

(f) cooperate with others _____

(2) The student stated that at least the following human relations abilities would have to be employed by the person whose help is requested:

(a) communication _____

(b) maintain a positive attitude _____

(c) be conscientious _____

(d) be flexible _____

(e) cooperate with others _____

(3) The student's response reflected an understanding of the situation as it was described. _____

(4) The student's response was stated clearly and concisely. _____

(5) The student's response indicated that conscientiousness is more important than revenge. _____

(6) The suggested solution was logical and realistic. _____

(7) The student's response reflected an understanding of how to promote and maintain good human relations. _____

e. Situation C

(1) The student stated that at least the following human relations abilities had been ignored:

(a) communication _____

(b) behave honestly and ethically _____

(2) The student stated that at least the following human relations abilities would have to be employed by David:

(a) communication _____

(b) maintain a positive attitude _____

(c) be loyal _____

(d) demonstrate initiative _____

(e) be conscientious _____

(f) respect individuality _____

(3) The student's response reflected an understanding of the situation as it was described. _____

(4) The student's response was stated clearly and concisely. _____

(5) The student's response reflected a need to obtain complete information before any action was taken. _____

(6) The suggested solution was logical and realistic. _____

(7) The student's response reflected an understanding of how to maintain good human relations under difficult circumstances. _____

3. Completion time for activities

a. Completion time less than suggested time limits. _____

b. Completion time within suggested time limits. _____

c. Completion time exceeded suggested time limits. _____

KEYS TO ACTIVITIES

Specific answers are not provided; responses will vary according to the student's maturity, experience, and understanding of the situation described. The following are provided merely as examples of the kinds of information that a student could be expected to supply in a response.

Activity 1

1. Question 1

   a. At least the following human relations abilities should be listed; other listed abilities and all justifications may differ.

      (1) self-image--social skills need to be used to make new employees and others feel welcome and comfortable

      (2) communication--the new employee must be made to feel that the person offering help or friendship is sincere

   b. The response should indicate a variety of ways a new worker can be welcomed: a tour of the office, an explanation of the office procedures, an invitation to take a coffee break with a small group, an invitation to lunch, and others.

2. Question 2

   a. At least the following human relations abilities should be listed; other listed abilities and all justifications may differ.

      (1) communication--the supervisor must be able to communicate the seriousness of the dishonest employee's actions

      (2) behave honestly and ethically--the supervisor must not condone the dishonesty

      (3) be loyal--the interests of the company must be the supervisor's first priority

      (4) be conscientious--the supervisor must not postpone or ignore the problem

   b. The response should indicate recognition of the dishonesty that is occurring and the responsibility of the supervisor for resolving the problem. The response should be explained in a way that shows the supervisor taking the initiative for solving the problem without creating resentment or anger on the part of the other employee.

3. Question 3

   a. At least the following human relations abilities should be listed; other listed abilities and all justifications may differ.

      (1) communication--the student must be able to communicate a negative response to the supervisor's request without alienating the supervisor

(2) behave honestly and ethically--the student must be unwilling to become a party to the dishonesty

(3) be loyal--the student's first loyalty must be to the company; helping the supervisor falsify the report or even condoning the suggested falsification would be disloyal

(4) be conscientious--the student must be willing to prepare an accurate version of the supervisor's expense report

b. The response should indicate recognition of the dishonesty that is suggested and the loyalty of the employee to the company. The response should clearly indicate the student's unwillingness to condone or participate in the requested falsification of expenses. At the same time, the response should be explained in such a way that the student would not be in danger of being terminated as a result of the refusal.

4. Question 4

a. At least the following human relations abilities should be listed; other listed abilities and all justifications may differ.

(1) communication--the student must be able to reason with the unhappy co-worker without being too critical

(2) behave honestly and ethically--the student must not condone the co-worker's actions nor contribute to the complaints; the student must be able to suggest a different outlet for the frustration or a way of attempting to insure that the same problem does not repeat itself

(3) be loyal--the student must be willing and able to stand behind the company's decision without alienating the angry co-worker

b. The response should indicate recognition of the complaining employee's frustration and the responsibility of the other worker to remain loyal to the company. The response should be explained in a way that shows the concern of one worker for another and the importance of ethical behavior.

5. Question 5

a. At least the following human relations abilities should be listed; other listed abilities and all justifications may differ.

(1) maintain a positive attitude--the student must be able to recognize the positive side of the new employee's work habits

(2) be flexible--the student must be able to see that there is more than one way to do a job

(3) respect individuality--the student must recognize that not all people work in the same ways; if the new employee is completing the assignments accurately and on time, that employee is obviously using techniques that work

(4) cooperate with others--the student must recognize the importance of working with others to achieve a common goal; by possibly adopting some of the work habits of the new employee, that goal could be reached more easily

b. The response should indicate one employee's willingness to learn from another and recognition of the fact that traditional procedures might be improved upon.

Activity 2

1. Situation A

a. At least the following human relations abilities have been ignored; other listed abilities and all explanations may differ.

(1) self-image--Jamie's casual dress, mood "swings," and short temper

(2) communication--Jamie's short temper and apparent lack of discussion with the supervisor or other employees about the reasons for the changes that have occurred

(3) maintain a positive attitude--Jamie's mood swings

(4) be conscientious--Jamie's tardiness and failure to keep up with routine work

b. At least the following human relations abilities would have to be employed in order to solve the problem; other listed abilities and all explanations may differ.

(1) communication--the concerned co-worker or the supervisor will have to try to learn the reasons for the changes that have occurred

(2) maintain a positive attitude--the concerned co-worker must believe that the problem can be solved without terminating Jamie

(3) respect individuality--the concerned co-worker must be able to accept the fact that people solve problems in varying ways

(4) cooperate with others--the concerned co-worker must want to help Jamie and must be willing to work with her to solve the problem

c. The solution to the problem should outline how the concerned co-worker will approach Jamie, the techniques that will be used to get Jamie to communicate, and the suggestions that will be made to solve the problem.

2. Situation B

   a. At least the following human relations abilities have been ignored; other listed abilities and all explanations may differ.

      (1) self-image--Alex's refusal to help the others in times of of need; Alex's actions while the cooperative work was occurring

      (2) communication--Alex's excuses for not helping; Alex's saying one thing and doing another

      (3) demonstrate initiative--Alex's never volunteering to help, even after his own work was finished

      (4) be conscientious--Alex's uncooperative attitude, even though the accepted procedure in the office was to work together in times of need

      (5) be flexible--Alex's refusal to change his schedule

      (6) cooperate with others--Alex's refusal to work with the other office employees even when asked

   b. At least the following human relations abilities would have to be employed in order to solve the problem; other listed abilities and all explanations may differ.

      (1) communication--Alex will have to ask the others to help; the other office employees will have to respond

      (2) maintain a positive attitude--all of the employees will have to believe that cooperation can take place and that the situation will improve

      (3) be conscientious--the employees will have to agree to help Alex when asked

      (4) be flexible--the other employees will have to be willing to put aside their own work in order to get a rush project completed

      (5) cooperate with others--the other office employees will have to be willing to work together to get Alex's project finished on time

   c. The solution to the problem should outline the communication that will take place when Alex makes his request, the attitude that the student will take, and the way in which future refusals by Alex can be avoided.

3. Situation C

   a. At least the following human relations abilities have been ignored; other listed abilities and all explanations may differ.

      (1) communication--Lucy failed to communicate the correct reason for leaving her last position

(2) behave honestly and ethically--Lois was neither honest nor ethical in not revealing the true reason for leaving her last position

b. At least the following human relations abilities would have to be employed in order to solve the problem; other listed abilities and all explanations may differ.

(1) communication--David will have to approach Lois so that she knows he is aware of the reason for her leaving her last position; David will have to communicate with Lois' last employer to learn the details of what actually occurred

(2) maintain a positive attitude--David must believe that the situation may not be what it appears to be and that there is a logical explanation for everything

(3) be loyal--David will have to remain loyal first to the company and must uphold the rules and regulations that the company sets down

(4) demonstrate initiative--David will have to actively look for the explanation for this situation without necessarily going first to a supervisor with unsubstantiated information

(5) be conscientious--since David is Lois' supervisor, he will have to do his job and try to resolve the problem that exists with one of his employees

(6) respect individuality--David will have to accept whatever facts are learned and verified and try to understand the reasons for Lois' actions

c. The solution to the problem should outline how David will try to substantiate the information he has, what he will do with the additional information he gathers, how he will approach Lois, and what he will suggest to solve the existing problem.

RESOURCES AND REFERENCES

Books

Gregg and Community College Division
McGraw/Hill Book Company
Princeton Road
Hightstown, NJ 08520

The Administrative Secretary: Resource (1976), Anderson, Griffitts, McIntosh, McKenna, McMurty, Oelrich

Executive Secretarial Procedures (1980), Place, Byers, Uthe

General Office Procedures (1981), Wood, Sanders

Psychology: Human Relations and Motivation (1975), Laird, Laird, Fruehling

Today's Woman (1976), Whitcomb, Lang

Working at Human Relations, Fruehling

Harcourt, Brace, Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Professional Development: The Dynamics of Success (1981), Wilkes, Crosswait

Houghton Mifflin
One Beacon Street
Boston, MA 02107

Exploring Human Relations (1982), Fulton

Office Systems and Procedures (1982), Luke, Stiegler

McKnight Publishing Co.
Bloomington, IL 61701

Entering the World of Work, Kimbrell Vineyard

Succeeding in the World of Work, Kimbrell, Vineyard

South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

General Office Procedures for Colleges (1977), Fulton, Woodward, Newhouse

Human Relations at Work (1981), Eggland, Williams

Personality Development for Work (1981), Russon, Wallace

Secretarial Office Procedures for Colleges (1978), Fulton, Woodward, Newhouse

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
1	Focus/Synchronize Slide	OCL Logo
2	Title Slide	Human Relations in Business
3	Stop Slide	Before beginning this slide/tape presentation, stop the recorder and locate the Student Checksheet in your Student Activity Packet. This checksheet provides a convenient means of taking notes on those portions of the presentation that you will need to know in order to confidently complete the activities that accompany this slide/tape presentation.
4	A company store front with an OUT OF BUSINESS sign	Human relations is vital in today's competitive business community. An employee who lacks human relations skills can cause the morale and productivity of other workers to decrease drastically and can cause irreparable damage to customer goodwill. To help you avoid some of the problems that can occur, this slide/tape presentation addresses human relations in the workplace.
5	A person looking into a mirror	A good self-image is vital to good human relations because the way you regard others is often a reflection of the way you see yourself.
6	collage of the words APPEARANCE, SOCIAL SKILLS, PERSONALITY, ABILITY, CONFIDENCE	If you are dissatisfied with your appearance, your personality, your social skills, your personality, your abilities, or your confidence, you will have only limited success in relating to others. Each of these will be discussed in detail.
7	APPEARANCE	One of the facets of self image is appearance. We become aware of how we look each time we see ourselves in a mirror; and we constantly strive to look better--because when we look good, we feel good.
8	a collage of the items discussed in the frame	A good appearance begins with personal hygiene. Years ago, before the days of hot and cold running water, daily baths were a luxury. Today a daily bath or shower is a necessity, as is daily use of deodorant, toothbrush and toothpaste, and mouthwash.
9	a person whose hair is caught in a piece of machinery	Hair should be well cut and attractively styled; poorly cared for or unmanageable hair not only detracts from a good appearance but also poses a safety hazard on many jobs. It can easily become entangled in gears, machine parts, and so forth.
10	bottles of cologne, after-shave, etc.	The length, coloring, and condition of your fingernails; the amount of cologne or after-shave you apply; and the general condition of your physical, dental, and emotional health, all contribute to your general appearance and grooming.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
11	several people in suits; one dressed in jeans and shirt	Finally, a good appearance is influenced by attire. Basically, you will feel comfortable if you dress appropriately for the job you hold. If a suit is the accepted "uniform" in the company for which you work, you will feel out of place in anything else.
12	a person with a pair of binoculars	Most companies have a dress code by which all employees are expected to abide. If the dress code is not specified in writing, observe what other employees wear to work and then set guidelines for your own attire.
13	proper and improper modes of dress for males	If you are assuming a new position, dress conservatively until you know exactly what the dress code is. For example, men reporting for any type of office position should wear a suit--not a sport coat and slacks;
14	right and wrong clothes	women should wear a suit or a dress--not a skirt and sweater or blouse.
15	SOCIAL SKILL	Once you feel good about your appearance, you can begin to work on the other factors that contribute to your self-image. The second aspect of self image with which you should be concerned is the social skill you possess and demonstrate.
16	a person in a suit shaking hands with a street worker	In order to be socially astute, you must enjoy and appreciate people--regardless of the job they hold. Social skills include being polite to clerks in stores, to waiters and waitresses in restaurants, to the custodian in your building, as well as to your company's most important client.
17	one person introducing two others	Social skills include knowing how to properly introduce one person to another, how to make people feel at ease in foreign surroundings, how to carry on a conversation on a variety of topics, and how much to tip in restaurants.
18	a baby throwing a rattle out of a crib	No one is born with inbred social skills; these skills are learned by reading, observing, and asking questions. Once these skills are learned, however, they need to be cultivated through constant use.
19	PERSONALITY	Your personality, the third factor that affects self image, is reflected in the way you dress, in your reactions to people, in the career area you choose, and in what you say and do.
20	caricature of a gun shooting holes into the word "negativism"	If you are dissatisfied with some of your own personality traits, you might begin to change by eliminating the negativism from your life. Look at the bright side of situations--think of ways to solve a problem rather than dwelling on the problem itself.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
21	ABILITY	The fourth factor that influences self-image is ability--the ability to do the job assigned. You cannot feel good about yourself if you experience failure after failure in your professional life.
22	a pair of hands holding a typewriting book	Luckily, however, job skills can be upgraded to an acceptable level. Reading the right books, asking the right questions, enrolling in the right courses can all contribute to increased skill and a better self image.
23	a person knocking on the door of an employment agency	If, after trying several methods for upgrading specific job skills you are still dissatisfied with your job performance, you might choose to seek other employment. You may find that your ability to perform was influenced not so much by skill as by the interest you had in the job you were doing.
24	various "talent" pegs being fitted into "career" holes	Not all of us are intellectually prepared to be nuclear physicists--nor do all of us desire to do so. Each of us possesses one or more unique talent, however, that makes us a perfect match for other, more suitable jobs. You must find the job that not only requires those talents but also satisfies your needs and holds your interest.
25	POISE	The fifth factor that relates to self-image is poise. Webster's dictionary defines poise as "an easy, self-possessed assurance of manner," or "gracious tact in coping and handling."
26	a football player running down the field while several crises occur	Would you describe yourself as poised, according to this definition? Are you able to remain calm when several things go wrong at the same time or when several people are demanding your undivided attention?
27	player surrounded by others	Are you able to appear as comfortable in a group of strangers as you do among friends?
28	several players converging on one	Even if you do not feel poised, you can learn to appear calm when the situation requires it. Learn to plan ahead and to anticipate the unexpected. If an important meeting is planned, know the topics that will be discussed,
29	X on a 50-yard line	the site at which the meeting will take place,
30	several players in a pile with one standing on the sidelines	and the people who will participate. You will feel comfortable and appear poised when the event actually occurs.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
31	COMMUNICATION	Self-image and all of its aspects is not the only factor that influences human relations. To promote good human relations you must be willing and able to communicate your feelings to the people around you.
32	secretary handing note to someone while talking	Communication occurs constantly--even when you are not consciously aware that it is taking place. Communication can be written, oral, or non-verbal.
33	WRITTEN COMMUNICATION enlargement of hand holding note	Written communication allows the reader the opportunity to examine your message. This examination provides the reader with clues to your underlying motives, feelings, and attitudes toward both the subject of your correspondence and toward the recipient.
34	note with a highlighted sentence showing the "You" attitude	When communication is written, the "you" attitude becomes an important part of the message. Try to anticipate the reader's reactions to the words you use and the statements you make.
35	note highlighting elimination of a negative phrase	Eliminate negativism, stated or implied, and you will be likely to get a positive response. Don't make the mistake, however, of being so complimentary that you sound insincere.
36	ORAL COMMUNICATION two people talking	When communication is oral, the speaker is judged by both the words and the tone of voice used.
37	two people exchanging ideas	Oral communication has both advantages and disadvantages. Oral communication has an advantage over written communication because it allows an immediate exchange of ideas and attitudes. It provides more opportunities for furthering human relations.
38	one person speaking negatively; thought being implanted in memory of the other person	At the same time, however, the chance for damaging human relations is greater. Once words are spoken they are recorded in the memory of the listener. The poorly chosen word or phrase can leave a lasting impression that no amount of apologizing or rewording can erase.
39	NON-VERBAL COMMUNICATION person looking bored	Perhaps the best indicator of feelings and attitudes is the nonverbal communication that takes place.
40	the face of the message receiver	Your facial expression, the set of your mouth, the way you stand or sit, the gestures you use, the look in your eyes, and even the tilt of your head send messages to others.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
41	80% OF THE PEOPLE WHO LOSE JOBS DO SO BECAUSE THEY CANNOT GET ALONG WITH OTHERS	Self-image and communication are not the only factors that impact human relations. If they were, human relations problems would not occur as frequently as they do. In today's business world, 80 percent of the people who lose their jobs do so because of their inability to get along with others.
42	people of different sizes, shapes, and temperaments	Not all of the people with whom you work are those you would choose as friends. People come in all shapes, sizes, and temperaments--and those with whom you work will probably be representative of the general population.
43	LET'S TRY TO SIMPLIFY HUMAN RELATIONS	To simplify the understanding of human relations on the job and to help you learn to cope with even the most difficult co-worker, ten basic principles of human relations will be outlined and discussed.
44	RELATE THESE RULES TO YOUR OWN EXPERIENCES	As each of these human relations rules is discussed, relate it to your own personal and professional experiences. Evaluate your behavior by determining whether or not you demonstrate the principle being discussed.
45	a hand recording an X on a student checksheet	As you record each of these qualities on your Student Checksheet, place an X next to each one that you feel you need to improve. Then resolve to immediately begin to change those attitudes and behaviors that are detrimental to your human relations.
46	1. MAINTAIN A POSITIVE ATTITUDE	1. Maintain a positive attitude. Your attitude, more than any other single factor, will influence your success with tasks as well as with people.
47	secretary putting flower into a vase	If you begin each day with a positive attitude, you will be able to view even the most difficult jobs or situations in a positive way.
48	secretary, wilted flower, broken typewriter, etc.	If something goes wrong and you feel yourself beginning to get angry or frustrated, take a few minutes to sit back and analyze what has occurred. Look for ways to make the experience a positive one. Sometimes this is all it takes to get back on the right track.
49	unpleasant co-worker seen over the shoulder of the secretary	If a particularly unpleasant co-worker or superior causes you to doubt your abilities or judgment, think of the last time you did something especially well. Never lose your temper or try to argue a point--this will only prolong an already negative situation.
50	secretary seen over shoulder of unpleasant co-worker	Instead, try to maintain a positive frame of mind. In many instances your remaining calm and pleasant in a trying situation will help you avoid a direct confrontation.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
51	2. BEHAVE HONESTLY AND ETHICALLY	2. Behave honestly and ethically. Honesty is such a valued quality in a worker that many employers are now giving each prospective employee an "honesty test" before a hiring decision is made.
52	the cover page from an honesty test	Included on such tests are worker attitudes toward making personal telephone calls on company time; using office equipment and supplies for personal work; taking sick leave when vacation would be more appropriate, and so forth.
53	a halo and the words "HONESTY IS THE BEST POLICY"	If you are asked to take such a test, remember that employers are looking for honest workers--not saints. The prospective employee who scores 100 percent on an honesty test is often eliminated from consideration because that individual has usually given dishonest answere to some of the questions.
54	two people shaking hands; one hand labeled honest--the other labeled ethical	Honesty and ethical behavior go hand in hand. An ethical employee believes in and follows such professional standards as: never discuss the business of the firm outside the office; never criticize the employer, other employees, or customers; leave work problems at work and personal problems at home.
55	a time card and a pay check	The ethical employee never does anything that could reflect poorly on the company or its workers and always maintains pride in doing things correctly. The ethical employee gives an honest day's work for an honest day's pay.
56	3. BE LOYAL	3. Be loyal. Loyalty is demonstrated by the person who is faithful to an employer, to a friend, to an ideal.
57	a dissatisfied customer with employee defending the firm	The loyal employee stands behind the decisions made by the company and defends the employer or its employees against unwarranted criticism.
58	employee behind counter as customer walks away	A loyal employee does not "job hop" when things do not go exactly as expected or desired.
59	4. DEMONSTRATE INITIATIVE	4. Demonstrate initiative. The person who has initiative doesn't wait to be told to do a job that obviously has to be done. The person with initiative just does the job.
60	the secretary taking care of all of these details	The employee who has initiative tries to solve problems before they arise. If a meeting has been scheduled for the near future, the employee who has initiative will look ahead to make sure that all of the participants have been notified; that the meeting room has been reserved; that agendas and other materials have been prepared; and so forth.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
61	5. ACCEPT CONSTRUCTIVE CRITICISM	5. Accept constructive criticism. Constructive criticism goes beyond being told you have done a poor job--it includes suggestions for improvement.
62	a superior explaining something to an employee	If a superior offers constructive criticism, take that person's advice and try the suggestion offered. If no suggestions for improvement are made, ask for them.
63	the employee explaining something to another employee	At the same time, never just criticize another employee for the way a job is handled. If you have a reason for criticizing, you must also have a suggestion for changing the behavior you feel is inappropriate. Behaviors cannot be changed unless the desired change is explained.
64	6. BE CONSCIENTIOUS	6. Be conscientious. By definition, a conscientious person is one who is governed by or conforms to the dictates of conscience. A consciencious person does everything possible to ensure the success of a job, a plan, a company.
65	two employees carrying a large carton into an office	As a conscientious employee, you should do the job assigned to the best of your ability. That job might include helping others when your help is needed or double checking your work or another employee's work to be sure that a job has been finished.
66	one of the employees working late	If you want to be thought of as conscientious, you will arrive at work a few minutes early, telephone if you are going to miss work, stay late to finish work, and so forth.
67	7. BE FLEXIBLE	7. Be flexible. Business is never stagnant; therefore, you must be ready and willing to accept change as it occurs.
68	one employee with a quill pen while another uses a calculator	The employee who cannot accept and work with change will soon be left behind while everyone else goes forward. That employee will probably be terminated for being unwilling to follow the dictates of the employer.
69	8. MAINTAIN A SENSE OF HUMOR	8. Maintain a sense of humor. This principle is provided as a means of relaxing and "letting off steam" in tense situations. Few business, in an of themselves, are humorous; however, many funny things occur each day in businesses of every kind.
70	a swing hung incorrectly on a tree	You must be able to look at a potentially tense situation and see the humor in it. You must be able to look at yourself and laugh at the mistakes you've made. People who are self-assured enough to laugh at themselves are also able to effectively put others at ease in tense situations.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
71	9. RESPECT INDIVIDUALITY	9. Respect individuality. No two people are alike; every person has special needs and special talents that need to be recognized and valued.
72	two individuals, each with a different idea	Not all co-workers will have ideas or methods for doing things that mirror your own. However, this does not mean that their ideas and methods are not as effective as are yours.
73	one employee showing another how to do something	Always try to look at a person or situation objectively. If you must confront another employee about work that has been done incorrectly, do it with tact--without damaging that person's desire to try new and better ways of doing a job.
74	one employee congratulating another for work done	At the same time, don't be afraid to compliment or learn from a person whose methods or ideas differ from yours. The greatest need everyone has is to feel needed and appreciated; employees whose efforts are recognized and appreciated are more productive than are those whose efforts are never acknowledged.
75	10. BE COOPERATIVE	10. Be cooperative. None of us can succeed alone, either in our personal lives or on the job. Cooperation is a tool for developing new ideas and products.
76	one employee working on a large stack of papers	Cooperation indicates teamwork, willingness to work with others to meet a common goal, developing knowledge and respect for the abilities of co-workers.
77	two employees working on the same large stack of papers	Cooperation can be expressed in many ways. You cooperate when you help another employee finish a particular job or volunteer to work late to meet a deadline.
78	the two employees finished with the work	If you recognize the importance of people in getting a job done in the fastest, most effective way, you understand cooperation as a means of improving human relations and of increasing productivity.
79	two people eating lunch together in a restaurant / two people working together	Human relations is a very basic part of both your personal and professional lives. If you feel good about yourself and others; if you can communicate your positive feelings to those around you; and if you adhere to these ten principles of human relations, you will find yourself in the position of valued acquaintence, friend, and employee.
80	Credits Slide	

STUDENT ACTIVITY PACKET

HUMAN RELATIONS IN BUSINESS

STUDENT ACTIVITY PACKET

Introduction

Business today is highly competitive. Companies constantly work to become the leader in their field and then work even harder to maintain that position. In order to achieve success, businesses rely not only on the value of the goods and services they sell but also on the people they employ. An employee who is skilled at human relations can help to motivate other employees and to win customers. An employee who lacks human relations abilities can damage the morale of other employees and destroy customer goodwill. The fact that 80 percent of the employees who lose their jobs do so because they are unable to get along with others reinforces the importance of human relations for all workers.

Performance Objectives

After satisfactorily completing this instructional packet, you will be able to:

1. Describe, orally and in writing, the twelve major contributors to good human relations.
2. Solve common human relations problems.
3. Analyze and suggest suitable solutions for complex human relations problems.

Materials

*Student checksheet for use with slide/tape presentation
*Resource sheet for activities 1 and 2
Pen or pencil
Typewriter
Typing paper
Correction materials

*These materials are provided as a part of this activity packet.

Directions

This packet contains two activities. Each activity is detailed on the resource sheet which contains instructions and/or needed information. To complete each of the activities, follow these steps:

1. Carefully read all of the instructions for the activity.

2. Assemble any materials you will need to complete the activity.

3. Complete the work called for.

4. Check your work for completeness and accuracy.

When all activities have been completed, submit them to your instructor for evaluation.

STUDENT CHECKSHEET

(To Be Used With Slide/Tape Presentation)

This sheet is provided as a convenient means of taking notes during the slide/tape presentation. The answers to the questions presented here will be useful when completing the activities that accompany this presentation.

1. Name the five factors that affect your self-image.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. Name and briefly explain how each of the three types of communication affects human relations.

   a. _____ _____

   _____

   _____

   b. _____ _____

   _____

   _____

   c. _____ _____

   _____

   _____

3. (correlated with slides 52-76) List the ten principles of human relations. Below each item listed, record any examples or pertinent information you should remember about the principle.

   a. _____

   _____

   _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

RESOURCE SHEET

Activity 1

Instructions

1. Carefully read each of the five questions listed below.
2. On a separate sheet of paper, respond to each question individually.
   a. List the human relations abilities (the ten commandments of human relations plus self image and communication) you would have to employ to solve the problem.
   b. Explain why you selected each ability you listed.
   c. Prepare a detailed response to each of the questions.

Questions

1. What would you do to make a new co-worker feel welcome?
2. What would you do if you learned that one of the employees you supervise is writing personal letters on company time and then sending these letters, in letterhead envelopes, through the company mail?
3. What would you do if your supervisor asked you to falsify some of the information on an expense report in order to make a profit from a business trip?
4. What would you say to a co-worker who has been "passed over" for a promotion and was now criticizing the company to other employees as well as to people who did not work for the firm?
5. How would you react to a relatively new employee who does not follow the recommended company procedure for completing assigned work but who always gets the job done correctly and usually finishes before most other employees?

Activity 2

Instructions

1. Carefully read each situation described below.
2. For each situation, prepare a list of the human relations abilities (the ten principles of human relations plus self image and communication) that the employee in question has ignored. Explain why you selected each quality listed.
3. Prepare a second list of the human relations abilities that would have to be employed to solve the problem. Explain why you selected each quality you listed.

4. Using the information recorded in steps 2 and 3, as well as your Student Checksheet and your school and work experience, outline a detailed solution for each of the problems described.
5. Prepare your response to each situation on a separate sheet of paper.
6. Record the steps in each solution in chronological order.
7. If you suggest more than one solution to any or all of the situations, make your suggestions in order of preference, with the most logical suggestion made first.

Situation A

When Jamie interviewed for her present position as secretary in the personnel department, she was well dressed and very neat in appearance. For six months, Jamie maintained her appearance and was very cooperative. During the past month, however, Jamie has begun to change; during this time she has occasionally:

1. come dressed too casually for the atmosphere of the company and of the office
2. arrived at the office 10 to 15 minutes after the regular starting time
3. exhibited mood "swings" from very happy to severely depressed
4. been short tempered with job applicants
5. allowed filing and other routine work to accumulate for several days at a time

Your boss has become increasingly concerned and has told you that if Jamie's attitude and work do not improve that she will have to be terminated.

What can you, as a concerned co-worker, do to help improve this situation?

Situation B

Alex is employed as secretary to Jessica Sandige, a middle management executive with Levin Paper Products, Inc. At Levin, all of the middle managers are given private offices in one section of the building; each manager's secretary is located at a desk just outside the door of the executive's office in a large, open area that also contains the office copier, work tables, and so forth.

Because each manager sometimes works on projects that require the cooperation of many people, the unwritten rule of the office is that all of the secretaries work together when a large mailing or other similar project must be completed. All of the secretaries work well together under this system except Alex, who always claims that the

work he must do for Ms. Sandige is more important, has an urgent deadline, or in some other way prohibits him from contributing to these joint efforts. The arrangement of the room, however, is such that the other secretaries have often been able to see that during these projects Alex does little more than the routine types of tasks normally associated with his position.

This week, for the first time, Alex needs help from the other secretaries in preparing for a large, very important national meeting that Ms. Sandige is chairing. Everything must be done by Friday, and it is impossible for him to complete all of the work by that time if he must work alone.

How will you react when Alex asks you to help?

Situation C

David has been employed as an assistant to the accounting department manager of a medical supply firm for ten years. Recently the firm hired a secretary to act as David's assistant. When the new assistant, Lucy, was hired, everyone in the department was enthusiastic; she had formerly been employed as a bookkeeper/receptionist to the branch manager of a savings and loan association in a large city nearby. The medical supply firm felt fortunate to find someone with Lucy's qualifications to fill the position.

This morning, while discussing business with the manager of another branch of the same savings and loan association by which Lucy was formerly employed, David was told that Lucy had been forced to resign from her last position after it was discovered that she had been embezzling company funds. No charges were ever brought against Lucy because she agreed to repay the money and to resign from her position.

What should David do with the information he possesses?